INTRODUCTION OF COMPUTER TECHNOLOGY AND USE OF MULTIMEDIA TECHNOLOGY IN TEACHING UNIVERSITY STUDENTS

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Annotation. The article provides the analysis of the multimedia technologies use in teaching university students; the ways of increase of efficiency of modern technologies use in the learning process. This article shows the huge role of multimedia technologies in the process of self-development and self-study students.

Keywords: multimedia, technology, presentations, self-study, self-development, training.

Annotasiya. Maqolada universitet talabalarini o'qitishda multimedia texnologiyalaridan foydalanish tahlili keltirilgan; o'quv jarayonida zamonaviy texnologiyalardan foydalanish samaradorligini oshirish yo'llari taklif etiladi. Ushbu maqolada universitet talabalarining o'z-o'zini rivojlantirish va o'z-o'zini o'rganish jarayonida multimedia texnologiyalarining ulkan roli ko'rsatilgan.

Kalit so'zlar: multimedia, texnologiya, taqdimotlar, mustaqil ta'lim, o'z-o'zini rivojlantirish, trening.

Аннотация. В статье проводится анализ использования мультимедийных технологий в обучении студентов вузов; предлагаются пути повышения эффективности использования современных технологий в процессе обучения. В данной статье показана огромная роль мультимедийных технологий в процессе саморазвития и самообучения студентов вузов.

Ключевые слова: мультимедийные, технологии, презентации, самообучение, саморазвитие, обучение.

Modern technologies allow students to become more active participants in the educational process, and teachers to create new approaches, methods, models of teaching and education. For example, a teacher can conduct an online survey at any stage of a lecture to determine the level of mastery of the material being studied.

Today's conditions for the development of teaching aids in modern education are determined by increasing integration processes, the dominant components of which are information technologies (IT). A characteristic feature of IT is that it provides almost unlimited opportunities for independent and joint creative activity of teacher and student. From an authoritarian bearer of truth, the teacher turns into a participant in the productive activities of students and, with the help of a computer, creates a favorable environment for the formation of their own intelligence.

Today, information and communication technologies (ICT) play an important role in solving the priority tasks of training and education. ICT can be

used in all types of activities: gaming, educational games, practical-experimental, artistic, design, research, group interaction in the classroom, and the like.

How are computer technologies useful? Modern computer technologies contribute to the development of science, significantly facilitating the process of computing and creating scientific projects. In the field of technology, modern computer technology has become an integral part today.

In the coming decades, the leading factors of the scientific and technological revolution will remain the intellectualization and humanization of labor, the improvement of its technical base, the expansion of individual capabilities, and the increase in the personal significance and responsibility of each participant in social production.

One of the modern and promising ICTs is multimedia technologies (MMT), which contribute to the development of multimodal thinking among students. Modality is the characteristics of sensations that reflect the properties of objective reality in a specific multi-coded matrix, when, for example, color is perceived by vision, tone or timbre by hearing, smell by smell, softness-hardness by tactility. To combine modalities of perception and processing of educational material, it is necessary to use such teaching technologies that would make it possible to present information in a format that ensures the simultaneous use of various methods of presenting information (text, image, video, sound and animation).

Multimedia technology makes it possible to ensure, when solving problems of automation of intellectual activity, the combination of computer capabilities with traditional means of presenting audio and video information for our perception, with the aim of synthesizing sound, text, graphics and live video. The advantages of multimedia include the growth of audiovisual information, the expansion of interactive capabilities, greater clarity of the proposed material, the ability to sort information, and improve methods of accessing information.

The concept of “multimedia” should be understood as computer technology, which makes it possible to flexibly manage the flow of various information presented in the form of graphs, music, and the like; programs and computer tools that use this technology; various means of information transmission. Moreover, “multi” translated from English means plurality. Media (from the English medium) is a means. Multimedia is a complex of hardware and software that allows the user to work interactively with different types of data, organized in the form of a unified information environment. Multimedia technology is understood as pedagogical technology, which determines the order of development, operation and application of information processing tools of various modalities.

Modern teaching is impossible without the use of multimedia technologies as a tool for improving and optimizing the educational process. Multimedia is understood as modern computer technology that allows you to combine text, sound, video, graphics and animation in a computer system. The use of virtual reality in the pedagogical process creates an effect of presence, and this makes it possible to change the entire system of training and education. It becomes possible to transmit a lot of information materials to students through their direct contact with the objects

and phenomena being studied, to simulate educational situations in which the student will need to make some decisions and act according to the circumstances. From here it becomes obvious that the didactic capabilities of multimedia teaching aids grow with the development of their technical, technological and software-methodological level.

Various types of multimedia teaching aids make it possible to simulate the conditions of educational activity, implement them in a variety of situational training exercises, and also contribute to more rational activities of the teacher at a certain stage of the educational process, expanding its capabilities. Therefore, the use of multimedia tools in the educational process for the purpose of developing only cognitive skills and reproducing educational information (knowledge-acquaintance, knowledge-copies, etc.) is impractical and ineffective, since the capabilities of multimedia learning tools are much wider, which determines their use at the highest level. Regular use of multimedia in the educational process contributes.

Therefore, one of the priority directions of informatization of society is the process of informatization of education, which involves the use of computer technologies, methods and means of computer science to implement the ideas of developmental education, intensify all levels of the educational process, increase its efficiency and quality, prepare the younger generation for a comfortable (as in psychological, and in practical terms) of life in new conditions.

The rapid expansion of the range of applications of computers and their peripheral equipment has led to the emergence of new commonly used concepts: “computer teaching technologies”, “computer teaching technologies”, “new computer technologies” in training (NCT). The concept of “computer technology” very often acts as a synonym for scientific information technology; however, in the first concept, the object of technological processing is highlighted - information (in relation to training - educational information), and in the second - the technical means of implementing information technology - a computer. It is important to emphasize here that the technical means of NCT training are not only computers. NCT involves the use of the entire variety of modern information processing devices, including computers, their peripheral equipment (video materials, printers, devices for converting data from graphic and audio forms of representation into numerical and vice versa, etc.), communications, video equipment, etc. . This is the technical basis of the process of informatization of society unfolding before our eyes.

Computer learning technologies cannot be studied and explained outside the process of general technological development, which is inherently a deep social process. Reducing computer technologies exclusively to technical progress, refusing to consider them in the context of complex economic, social, political, cultural and social development limit or even make it impossible to study the phenomenon of new learning technologies, both in complex and in individual specific cases. Therefore, based on the fact that the technological revolution is a process of global social transformation, it should be assumed that: education systems will enter the

11th century, enriched with radically changed philosophy, goals, structure, content, organization and methods of education and upbringing that emerged as a result of the introduction new computer technologies in educational institutions.

Based on the consideration of the process of informatization of education as complex in its essence, the determining trend is to create a model of the environment within which effective cooperation between participants in the educational process takes place. In this regard, there is a tendency to use forms of training aimed at independent acquisition of knowledge based on the use of developed forms of hyper- and multimedia technologies, which combine sound, graphic, animation, and video capabilities of the computer.

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